

Tennessee Department of Education

Survey of Best Practices in Tennessee's Charter and Non Charter Schools

May 2013

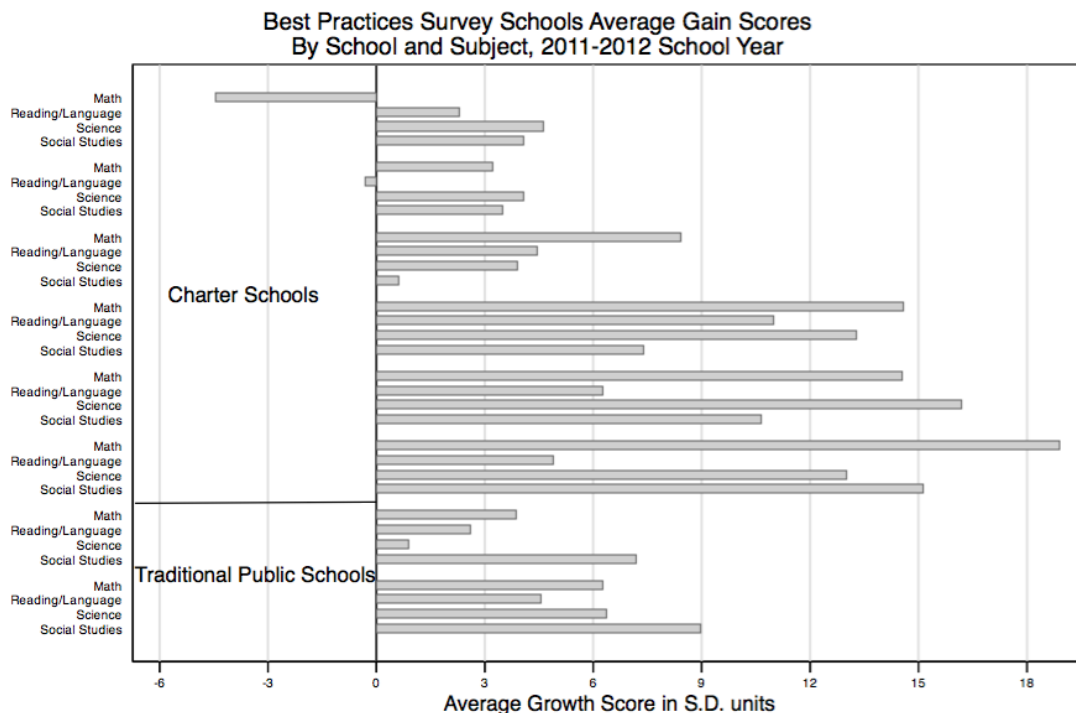
Through the fall of 2012 and spring of 2013, the Tennessee Department of Education surveyed high performing chartered public schools and traditional public schools in Tennessee about their best practices for raising student achievement. Out of the 54 potential respondents, 15 school leaders opened the survey and 8 schools, six charter principals and two high performing traditional public school principals completed the survey¹ (See Appendix A for a more detailed methodology).

Unfortunately, the low response rate indicates that we may not generalize to all charter schools or to high performing traditional public schools. The responding schools serve students in elementary, middle, and high schools in Chattanooga, Memphis, and Nashville. Five of the schools had reached full size, while three are continuing to grow. In the non-chartered schools, on average, about 30% of the students receive free or reduced priced lunch, 30% were African American, and 4% Hispanic; in the charter schools, about 85% of the students receive free and reduced priced lunch, with little variation, and the percentage of African American students varied between 25% and 99%, with all except one over 75%, and 0 and 60% Hispanic. At least 75% of students in all charter schools are non-white, with the majority over 95%. In order to elicit honest responses, the school leaders were told that their schools would not be identified in the report.

¹ One leader completed 80% of the survey, but did not respond to the open-ended questions about best practices.

The schools have high value added scores, with a significant amount of variation in the percent of students who are proficient or advanced. Schools range from 12% to 88% of students proficient or advanced in math and 19% to over 95% of students proficient or advanced in reading/language arts for the 2011-2012 school year. Despite the variation in proficiency rates, the schools demonstrate the ability to produce above average, significant gains. Figure 1 shows the average value added by subject for each school that participated in the survey. All figures in the report follow this same order, with schools arranged by charter status, then by average value added within each governance type. While the value added may appear low for the traditional public schools, the percentage of students categorized as proficient or advanced on the 2012 TCAP exams is over 80% in each subject.

Figure 1



Summary of Findings

The survey asked school leaders to provide feedback on their best practices with regard to teachers, leadership, student and family engagement, and operations. Compared to the non-charter schools, the charter schools use flexibility in instructional time and innovative strategies to support teachers through teaching in teams, summer professional development, and use of technology in the classroom. Charter schools appear to have a bit more difficulty recruiting and retaining teachers than traditional public schools, but little difficulty in recruiting and retaining students. Part of this success may be in the importance that is placed on engaging the community—high value added schools cite community engagement as more important relative to low value added schools. Charter schools utilize waivers for extended instructional time and teacher hiring, but relative to other factors, leaders do not indicate that the use of waivers is an important driver of student achievement. Overall, the survey reveals that successful schools employ data driven instruction, research-driven professional development, and strategies to engage students and teachers.

Figure 2

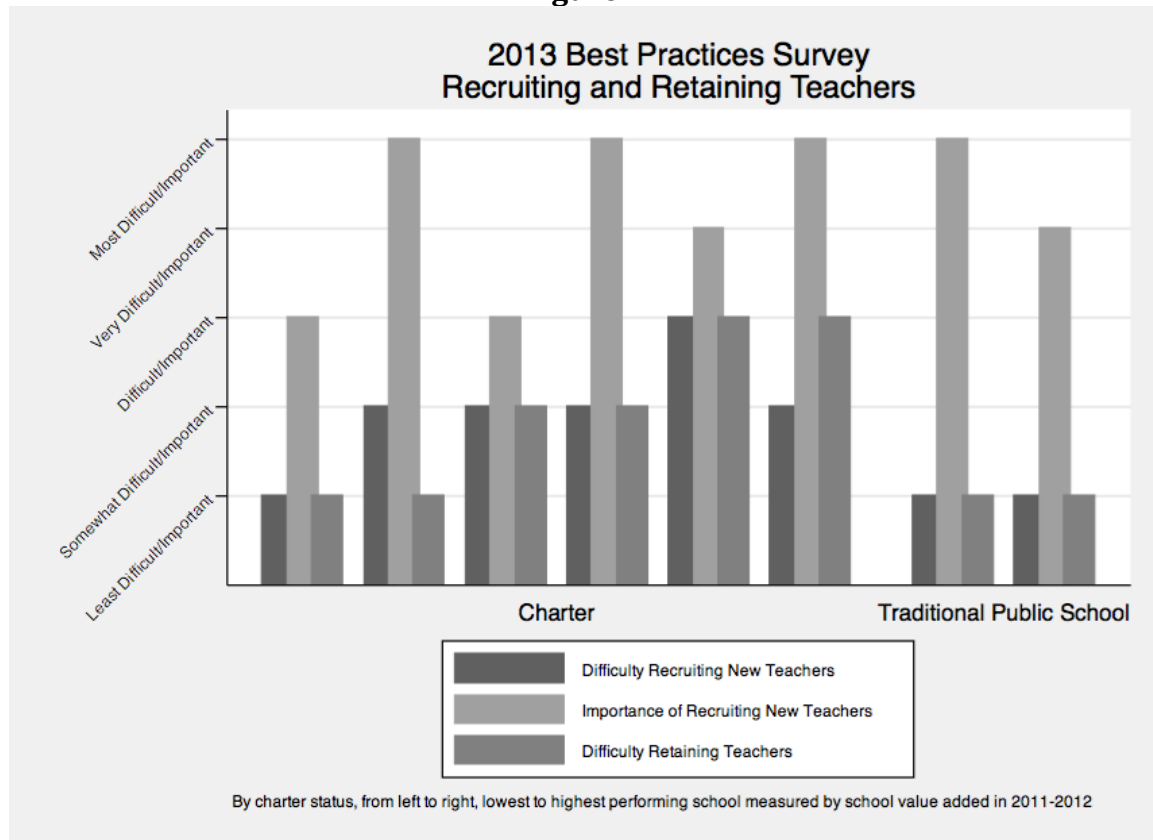
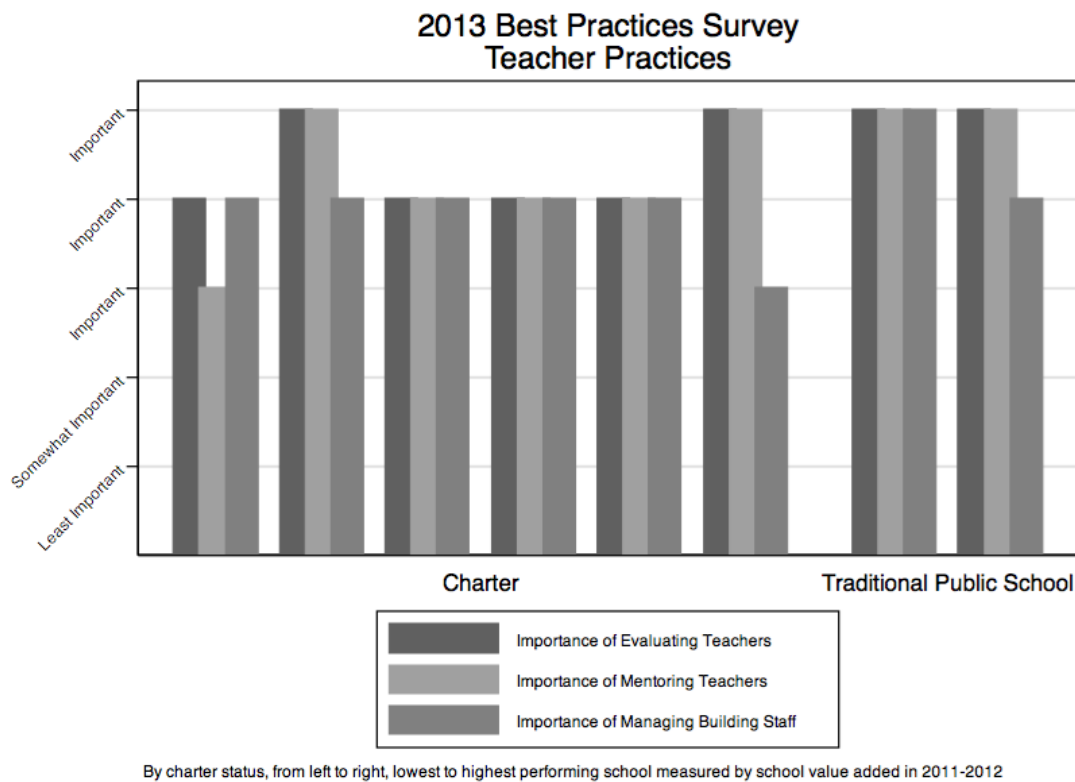


Figure 2 displays the leaders' responses to teacher employment practices. Each block of three bars represents one school's set of responses.² The non-charter schools appear to have less difficulty than charters recruiting and retaining teachers. The highest value-added school appears to have the most difficulty

² For all survey questions, leaders can select one from five levels for questions about difficulties experienced (in order): not difficult, somewhat difficult, difficult, very difficult, and extremely difficult. A response of difficult may be middle of the road due to its central location in the response set. Similarly, questions about the level of importance also divided into five levels: Not important, somewhat important, important, very important and most important. As questions were asked in groups, comparing relative importance or difficulty of items also sheds light on how school leaders prioritize certain areas to drive student achievement.

recruiting and retaining teachers compared to the other schools, but this may be due to flexibility in hiring and retaining only high quality teachers. These responses suggest that charter schools and the high performing traditional public schools can recruit and optimize human capital. Two-thirds of charter leaders identify recruiting new teachers as a most important area in successful operation of the school. No non-charter school leaders mark recruiting new teachers as the most important factor. One interpretation is that non-charter schools experience less turnover, which is borne out in the differences in teacher retention. The difficulty in retaining teachers appears to split charter school leaders, with equal proportions selecting not difficult, somewhat difficult, and difficult, while the non-charter school leaders also found retention of teachers not difficult. The limited sample makes it difficult to conjecture why this difficulty may differ across schools.

Figure 3



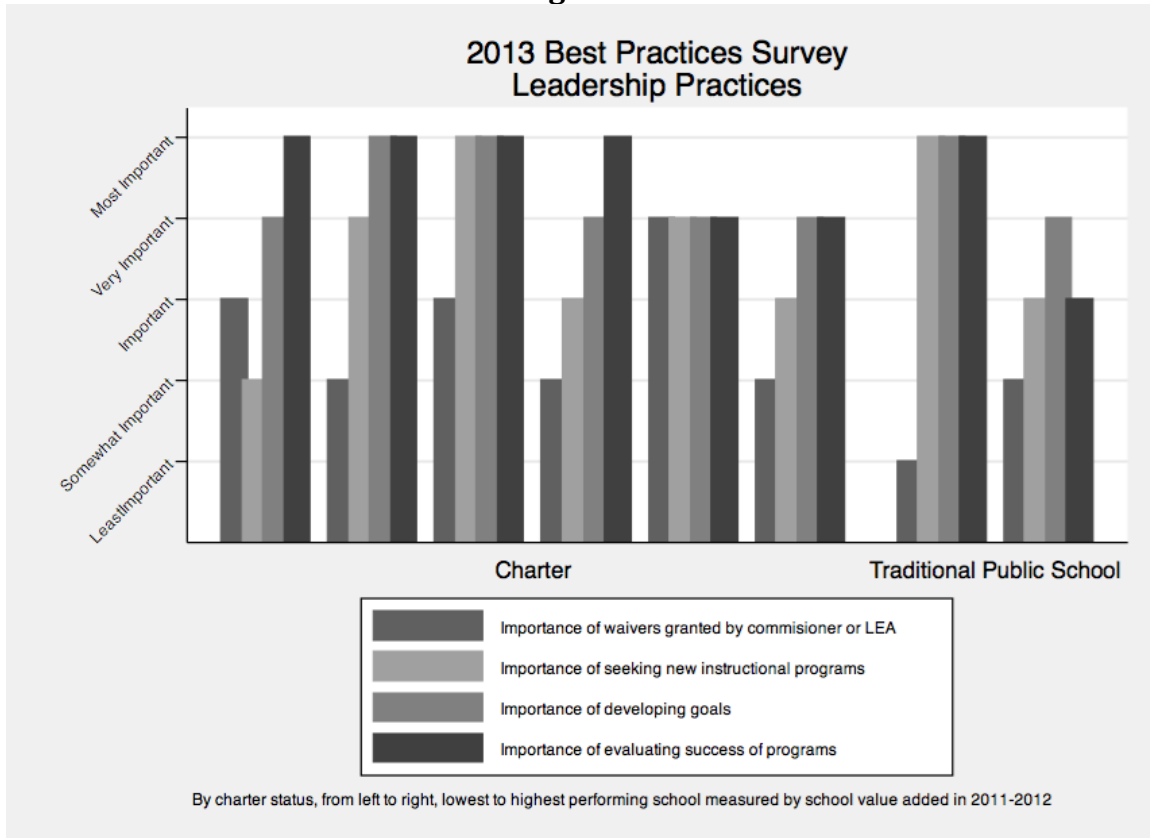
Responding to the questions on the importance of evaluating, mentoring, and managing teachers and staff, school leaders exhibit little variation (Figure 3). All schools in sample identify evaluating teaching as a very important or most important area. This speaks to the high level that leaders value the ability to measure the quality of teaching in the school. It appears that the leaders are in agreement as to the importance of evaluating teachers. Leaders of two low-value added charter schools also agree that mentoring teachers is very important or most important. Future research should examine the mentoring capacity of leaders through tailored leader and teacher surveys. Finally, managing building staff was, on average, very important to all leaders.

Leaders also shared information about strategies for teachers. For this set of questions, one of the leaders the third highest value added charter school stopped responding to the survey, so no responses were recorded. For the full set of responses, please see Table 1. Again, schools are organized by charter status and value added, with school 1 as the lowest value added charter school and school 5 as the highest value added charter school. All schools provide teachers embedded professional development and create professional learning communities through allowing teams of teachers who work with the same students to share strategies, usually through scheduling common planning times for teachers. High value added charter schools employ the strategy of teachers working in teams of two. Three schools provide feedback to teachers and leaders through student evaluations of teacher performance. Three charter schools provide students iPads or other technology for teachers to integrate into their lessons. The purchase and use of technologies may be one example of how charters can use their school-based autonomy for allocating funds. Over the summer, two schools offer paid professional development. One school appears to place an emphasis on creating a low student-adult ratio in its classes, with teachers aides and allowing teachers to work in teams of two in the classroom. Three schools ask the students to evaluate the performance of the teacher, generating a different, low-stakes evaluation to help teachers improve their performance. Overall, both charters and the high performing traditional public schools provide similar supports to teachers, with charter schools providing more access to different technologies.

Table 1: Strategies for teachers

		Teachers work in teams of two or more in class at same time	Teachers who share students work in interdisciplinary teams	Teachers are paid for summer professional development	Professional development is embedded into teachers' schedules
Charter Schools	1		<input type="checkbox"/>		<input type="checkbox"/>
	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	4	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Schools	6		<input type="checkbox"/>		<input type="checkbox"/>
	7	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
		Teachers have common planning times	Students evaluate teacher performance	Teachers aides are in classroom	IPads or other technologies are available to teachers
Charter Schools	1	<input type="checkbox"/>	<input type="checkbox"/>		
	2				<input type="checkbox"/>
	3	<input type="checkbox"/>		<input type="checkbox"/>	
	4	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	5	<input type="checkbox"/>			<input type="checkbox"/>
Public Schools	6	<input type="checkbox"/>			
	7	<input type="checkbox"/>	<input type="checkbox"/>		

Figure 4



When CMOs submit applications to open a school, they have the option of applying for waivers from the Commissioner of Education or from their LEA. These waivers can provide flexibility to innovate and create an operational environment that maximizes student achievement. One consistent finding is that waivers are not listed as very important to success for charter or non-charter leaders; in fact, relative to the rest of the areas inquired about in the survey, waivers were consistently listed as less important than other areas. However, the two highest performing charter schools which responded to the survey responded that waivers were very important or important. Other charter schools suggested that waivers were only somewhat important.

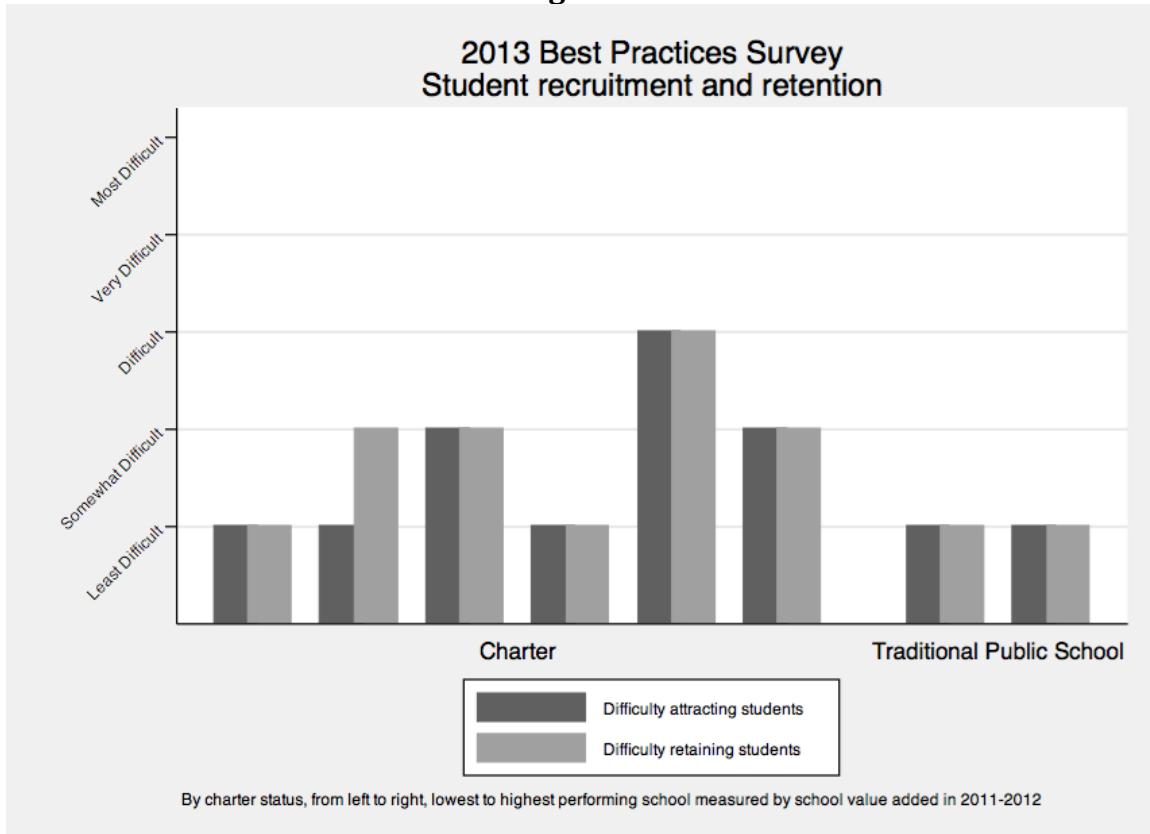
Further insight on how schools use the waivers is difficult to glean as survey responses for whether they have applied for certain waivers and what their waivers looked like were missing for most schools. The highest value-added school indicate that it applied for waivers for hiring teachers, curriculum flexibility, longer school days and years, using alternative assessments, and to offer incentives to teachers. This school offers more insight to its waivers for teacher hiring practices: "Teachers are not bound by a union contract that would negate our ability to teach our extended day. Teachers can be let go at will for underperformance as defined by scholar achievement." It is unclear how the policy has been implemented as we do not have information on whether the flexibility has resulted in hiring more effective teachers or whether teachers have been let go due for underperformance. The same school has also used curricula waivers to provide a more rigorous curriculum. At this school, eighth graders take Algebra I End of Course Exam, where in the district, ninth or tenth graders typically take this course. The 2012-13 school year is the first class of 8th graders for the school, so the results are not available, but 65 percent of students who are eligible to take Algebra I at this school, scored proficient or advanced in 2011-2012 on the 7th grade TCAP, which is above the state average.

Leaders identified evaluating the success of programs as most important or very important in all cases, which is consistent between value added levels and by charter status. Both charter and non-charter leaders varied in how they judged the importance of seeking new instructional programming, however. One charter leader identifies new instructional programs as a most important area and three identify it

as very important. The commitment to evaluation of programs and the desire to find innovative ways to improve student outcomes appear to be standard in high-performing, high minority schools.

Engaging Students and Families

Figure 5



The majority of the charter schools had no or limited difficulty recruiting or retaining students, while one charter school found recruiting students difficult (Figure 5). The non-charter school leaders experience no difficulty in recruiting or retaining students. Recruitment and retention may be more important to open-enrollment chartered schools, as opposed to zoned traditional public schools, whose students are assigned based on place of residence.

**2013 Best Practices Survey
Community Engagement Practices**

Practice	Charter School (Lowest Value Added)	Charter School (Highest Value Added)	Traditional Public School (Lowest Value Added)	Traditional Public School (Highest Value Added)
Importance of increasing public awareness	Very Important	Most Important	Least Important	Very Important
Importance of engaging family and community	Very Important	Most Important	Least Important	Most Important
Importance of communicating vision	Very Important	Most Important	Very Important	Most Important

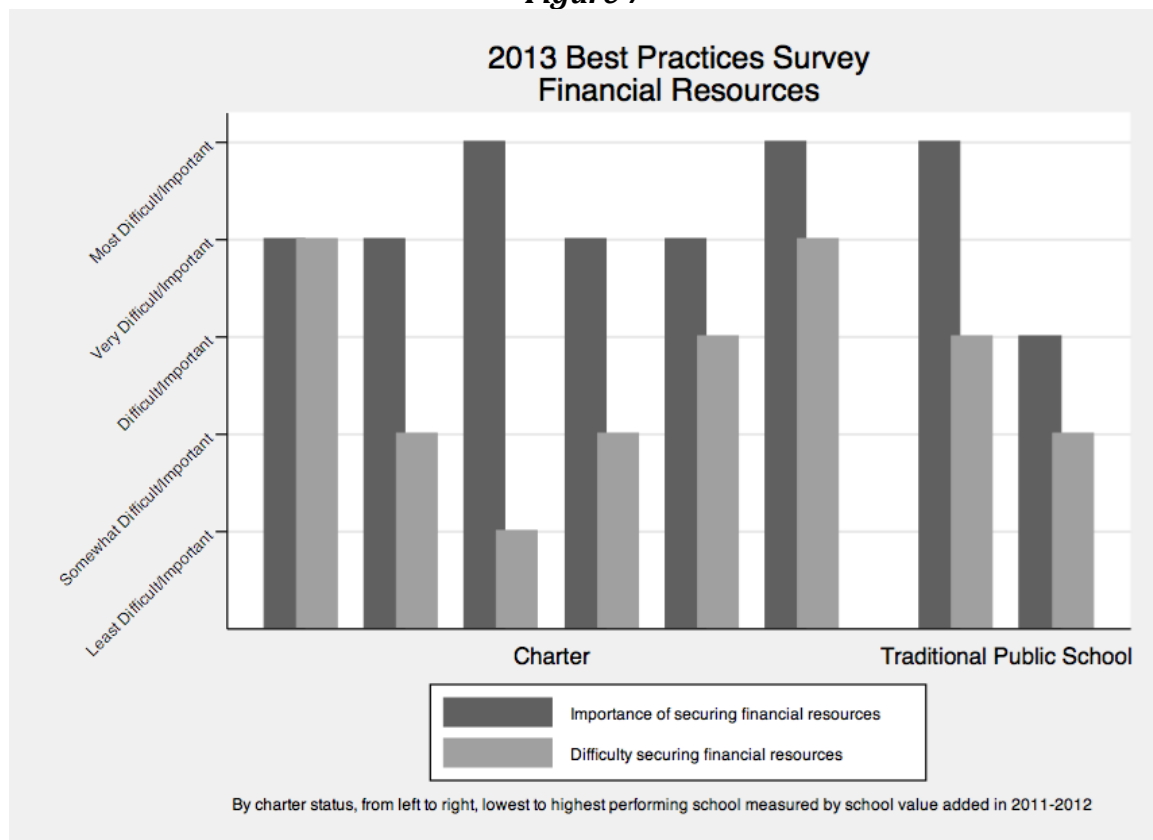
By charter status, from left to right, lowest to highest performing school measured by school value added in 2011-2012

Communication and external relations are potentially important mechanisms for recruiting students, generating community buy-in as well as presenting the

school's performance to private funders. While non-charter leaders list increasing public awareness as a very important mechanism, charter leaders appear mixed, with two leaders selecting most important. These differences may be related to some other factor, such as current ability to raise money, which is not captured in this survey, or recruit students, which the charter leaders did not find difficult. Likewise, leaders all find that communicating vision is very important to the successful operation of the school. It does not come as a surprise that effective school leaders place importance on communication of their plans to produce a high quality school. Regardless of the field, education or business, one aspect of quality leadership is effective communication.

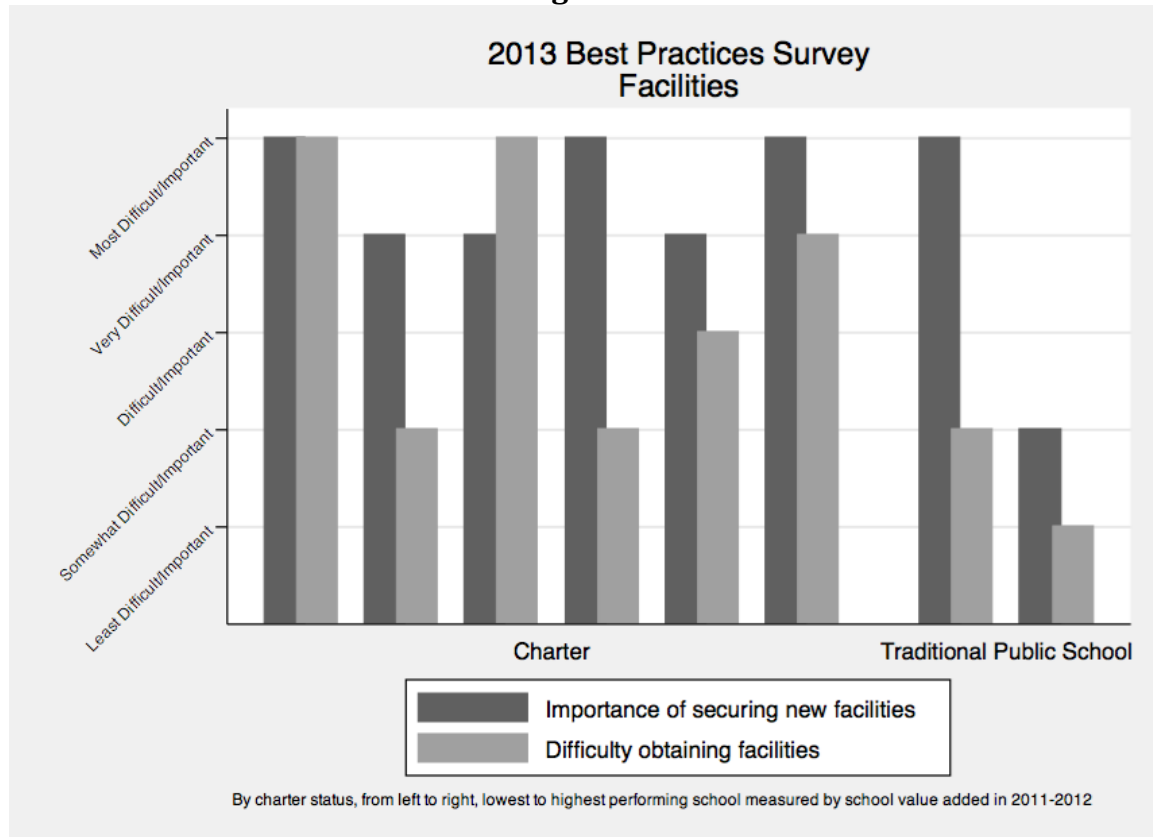
Finances

Figure 7



Many successful charter management organizations develop strong relationships with national and local foundations and community funders to contribute to the BEP money they receive from the LEA. Schools appear to have varying amounts of difficulty in obtaining these financial resources, yet agree on the importance of securing those finances. However, Figure 7 shows that neither difficulty nor the importance of securing funding are correlated with school performance. Different financial statuses of the schools may induce different responses to the same question; so, tying performance to financial health may be a better indicator of the role finances play in improving student outcomes. LEAs monitor the financial performance of charter schools regularly, and in particular, when they apply for re-authorization. Whether the ability to raise funds or the use of funds for specific programs systematically improves student achievement is beyond the scope of this survey.

Figure 8



All schools except for one traditional public school place significant emphasis on securing new facilities. However, difficulty obtaining facilities appears to vary, with two of the weaker schools finding obtaining facilities most difficult. According to a 2012 report by the Tennessee Charter School Incubator, charters schools spend \$805 from designated per-pupil operating revenue on facilities cost.³ Districts have made strides to ensure that information regarding facility availability is clear and

³ The report can be accessed at:
http://www.facilitiesinitiative.org/media/1141/ShortchangedCharters_Tennessee.pdf

accessible to charter leaders, so it will be important to see whether this information helps charter leaders find optimal facilities.

Use of Time and Space

Charter schools appear to leverage more flexibility in their use of time and space (Table 2). Despite many schools not indicating the use of these waivers in a different part of the survey (Questions 16-19 in Appendix B), all charter schools use extended days. One school has nine-hour days, while another school has an 8 hour and 40 minute day with double blocks for math and literacy each day. Another school notes that its year round schedule lasts 200 instructional days. The additional twenty days beyond what is mandated by state law are used for Saturday school, which are used as Service Learning Days or for an Enrichment Academy for all students.

A number of charter schools use before-school, after-school or weekend instructional programs. Two schools mandate less than eight hours in a month, two schools mandated more than eight hours and less than sixteen hours per month, and no school required more than sixteen. The survey, unfortunately, does not ask how this time is used or the quality of the programs that schools choose to offer. The highest performing charter schools offered less than 8 hours of mandatory programs, which may indicate a balance between the longer school day and mandatory out-of school programs could be optimal. All schools offer voluntary programs outside of regular school hours for students. Students are able to use space after school hours in all schools except for two charter schools and most schools are available to community groups. One school has particularly innovative

use of time and space, opening at 6 am for before-school care and continues until 6 pm with afterschool activities for students. All care is available free of charge.

Summer school was mandatory in four charter schools, helping to mitigate the problem of summer lag, where students lose what they have learned in the previous school year over the summer, which research shows disproportionately hurts poor students, who make up the majority of the students in charter schools.

Table 2: Use of time and space

		Mandatory, before-school, after-school, or weekend instructional programs for students			
		A longer school day	Less than 8 hours per month	Between 8 and 16 hours per month	More than 16 hours per month
Charter Schools	1	<input type="checkbox"/>			
	2	<input type="checkbox"/>		<input type="checkbox"/>	
	3	<input type="checkbox"/>			
	4	<input type="checkbox"/>		<input type="checkbox"/>	
	5	<input type="checkbox"/>	<input type="checkbox"/>		
	6	<input type="checkbox"/>	<input type="checkbox"/>		
Public Schools	7				
	8				
		Mandatory summer school or tutorial programs	Voluntary before-school, after-school, or instructional programs	School facility is available to students after school hours	Facility is available for community groups
Charter Schools	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6		<input type="checkbox"/>		<input type="checkbox"/>
Public Schools	7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8		<input type="checkbox"/>	<input type="checkbox"/>	

Best Practices

To conclude, all leaders were asked to share a best practice in improving student achievement as part of TCA 49-13-120. In contrast to the rest of the report, the lessons are not ordered in any way as the results presented above indicate that school governance type does not drive successful practices. Leaders highlight formative assessments, professional development, and developing strong relationships. Instead of summarizing, it may be fruitful to allow the school leaders' words speak for themselves.

- The 7 correlates of Effective schools is our gain (sic), will forever be our guide and has been for these 10 years:
 - Instructional Leadership
 - Clear and focused mission
 - Safe and orderly environment
 - Climate of high expectations
 - Frequent monitoring of Student Progress
 - Positive home-school relations
 - Opportunity to learn/Student time on task
- The Focused Study Time is invaluable to assist students who are behind in basic math and literacy skills. We have a high population of students not reading near or on grade level. We also provide teachers with after-school PD three times a month, along with planning time PD one time each week. All faculty meetings are used to PD rather than informational sessions. Weekly notes are used to provide pertinent information. We have a very strong volunteer base and community involvement organizations that support our processes. Students are given exposure through various expeditionary learning opportunities.

- We use NWEA assessment and paid a mathematician to create a program that will correlate NWEA scores to TCAP. In other words, we can begin to predict 5th grade TCAP performance with NWEA scores early on. This allows us to leverage resources to help students.
- Set challenging goals, develop meticulous plans, hire excellent people, execute, measure, revise, repeat. There is no silver bullet...but there are common approaches adopted by successful schools and well-run organizations
- Double literacy blocks with intentional separate focus on reading and writing. [Doug Lemov's] *Teach Like a Champion* for both instructional and behavior management strategies
- Strong student-teacher relationships built throughout the school year are key to on-going student progress/achievement and teachers who are also available before and/or after school significantly influence positive spikes/trends in student achievement. Our school has been more successful focusing upon "people over programs."
- Small group professional development has included grade level meetings to look at student work and to follow the tuning protocol. We also differentiate PD based on subject area. We have regular literacy and numeracy meetings to bring focus and support among teachers with types of assessments and instructional strategies; sessions have included performance task practice and how to create text dependent questions for close reading. There is also a technology team that provides modeling and other supports to teachers and

classes of students. Individual PD sessions have included using data to determine a next step in instruction; how to model specific lesson or strategy; Project Based Learning planning; identifying and creating learning targets; rubric creation; creating writing units and writer's workshop lessons; resources to raise the rigor of instruction in social studies, numeracy, science and literacy; and providing feedback before and after a lesson (Traditional Public School).

As one principal pointed out, "there is no silver bullet". These anecdotes should be taken as one lesson out of many that make these schools successful. The trend shows a "people focus", creating optimal environments for students, parents, and teachers. Strategies to improve instruction and uses of time differ across schools. Linking specific strategies to student achievement is not possible given the data limitations, but sharing information is a step towards improving our understanding of successful school practices, regardless of governance type.

Appendix A: Methodology

The choice to do an electronic survey was made for the convenience of the schools to facilitate responses and to reduce costs of printing. The survey process began with an intensive literature review of best practices research in chartered and traditional public schools. With the decision to focus on the principal's role in developing a high performing school, the survey was designed to target four main areas: leadership, operations, teaching, and use of time. In a short survey, designed to take no longer than 15 minutes, it is clear that the focus could have been on other important factors, but discussion with experts and studying how other surveys sought to understand these practices, namely the What Makes Schools Work from Vanderbilt University and University of Wisconsin-Madison. Due to the time restraints, the reliability of this survey was not tested empirically, but comments and revisions from experts were incorporated into the final version (Appendix A). The internet program, Qualtrics, was used to craft and distribute the survey. The survey sought the perspective of the principals through both likert-type responses (Strongly Agree, Agree...) and open response questions.

The original prompt asked to look at 5 high performing charter and 5 high performing traditional public schools. To identify which schools to target, 2011-2012 school value added for all charter schools and all elementary and middle schools in Memphis City Schools and Metro Nashville Public Schools. The first attempt to email high performing schools with a link to complete the survey received no responses. A second attempt included every public charter school in the state and middle schools in Memphis and Nashville which had positive school value added. The final sample includes 8 schools, 6 charters and 2 traditional public schools.

Appendix B: Survey Questionnaire

Best Practices Survey: TNDOE

Q39 Thank you for providing your expertise. Under T.C.A. 49-13-120, the state department of education seeks to identify best practices in public schools that are linked to student achievement. Please do your best to respond to each of the questions honestly and thoughtfully. Any questions should be directed to jonathon.attridge@tn.gov. Participation in this survey is for research and policy purposes and your participation is voluntary. Any reporting of responses will be done anonymously. Neither your name nor your school's name will be linked to your responses. The entire survey should take 10-15 minutes.

Q1 Please indicate the name of your school

Q2 Is your school a public charter school?

- ☐ Yes (1)
- ☐ No (2)

Q3 What grades are offered at this school?

- ☐ Pre-K (1)
- ☐ K (2)
- ☐ 1 (3)
- ☐ 2 (4)
- ☐ 3 (5)
- ☐ 4 (6)
- ☐ 5 (7)
- ☐ 6 (8)
- ☐ 7 (9)
- ☐ 8 (10)
- ☐ 9 (11)
- ☐ 10 (12)
- ☐ 11 (13)
- ☐ 12 (14)

Q4 Please indicate the LEA in which your school is located.

- ☐ 190 - Metro Nashville Public Schools (1)
- ☐ 330 - Hamilton Public Schools (2)
- ☐ 791 - Memphis Public Schools (3)
- ☐ 790 - Shelby County Public Schools (4)

Answer If Is your school a public charter school? Yes Is Selected

Q5 What year did your school open?

- ☐ 2001 (1)
- ☐ 2002 (2)
- ☐ 2003 (3)
- ☐ 2004 (4)
- ☐ 2005 (5)
- ☐ 2006 (6)
- ☐ 2007 (7)
- ☐ 2008 (8)
- ☐ 2009 (9)
- ☐ 2010 (10)
- ☐ 2011 (11)
- ☐ 2012 (12)

Answer If Is your school a public charter school? Yes Is Selected

Q6 Has your school reached full size?

- ☐ Yes (1)
- ☐ No (2)

Q7 How many students does your school serve?

Q8 What is your school's mission statement?

Q9 Do you agree that your school's vision and mission permeates the daily life of students?

- ☐ Strongly Disagree (1)
- ☐ Disagree (2)
- ☐ Neither Agree nor Disagree (3)
- ☐ Agree (4)
- ☐ Strongly Agree (5)

Answer If Do you agree that your school's vision and mission permea... Agree Is Selected Or
Do you agree that your school's vision and mission permea... Strongly Agree Is Selected

Q10 Give an example of how the school's vision and mission are part of the daily life of students. (100 words-not strict)

Q11 How much difficulty has your school experienced during the 2012-2013 school year?

	Not difficult (1)	Somewhat difficult (2)	Difficult (3)	Very difficult (4)	Extremely difficult (5)
Acquiring financial resources (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruiting teachers (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retaining teachers (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attracting students (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retaining students (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging the governing board in the school's mission (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining facilities (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 How important is each area to successful operation of your school?

	Not important (1)	Somewhat important (2)	Important (3)	Very Important (4)	Most Important (5)
Securing financial resources (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing school improvement goals (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating teacher performance (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing public awareness of school (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing the building and staff (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring teachers (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruiting and hiring new teachers (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining facilities (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeking out new instructional programs (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating success of programs (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waivers that have been granted by the LEA or the commissioner (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging families/community (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating vision (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Who in your school is responsible for examining and discussing data on students' academic performance? Please mark all that are applicable.

- ☐ Myself (1)
- ☐ Assistant Principal (2)
- ☐ Academic Dean (3)
- ☐ Department Chairs (4)
- ☐ Grade/Subject Lead teachers (5)
- ☐ Other (6)

Q14 Has your school been granted waivers or exemptions from the LEA or the Commissioner of Education?

- ☐ Teacher/staff hiring/firing practices (1)
- ☐ Curriculum requirements (2)
- ☐ Student attendance/academic time requirements (3)
- ☐ Student assessment requirements (4)
- ☐ Incentives for teachers/staff due to student performance (5)

Answer If Has your school been granted waivers or exemptions from t... Teacher/staff hiring/firing practices Is Selected

Q15 Please expand on how you have used your waiver for teacher/staff hiring/firing practices. (Less than 200 words)

Answer If Has your school been granted waivers or exemptions from t... Curriculum requirements Is Selected

Q16 Please expand on how you have used your waiver for curriculum requirements. (Less than 200 words)

Answer If Has your school been granted waivers or exemptions from t... Student attendance/academic time requirements Is Selected

Q17 Please expand on how you have used your waiver for student attendance/academic time. (Less than 200 words)

Answer If Has your school been granted waivers or exemptions from t... Student assessment requirements Is Selected

Q18 Please expand on how you have used your waiver for assessments. How do you select your assessments? How is the data used in the school? (Less than 200 words)

Answer If Has your school been granted waivers or exemptions from t... Incentives for teachers/staff due to student performance Is Selected

Q19 Please expand on how you have used your waiver to implement incentives for teachers/staff related to student performance. (Less than 200 words)

Q20 Please indicate whether you use specific strategies in regard to time and space.

	Yes (1)	No (2)
A longer school day. (1)	<input type="radio"/>	<input type="radio"/>
Mandatory before-school, after-school or weekend instructional programs for students that comes to less than 8 hours a month (2)	<input type="radio"/>	<input type="radio"/>
Mandatory before-school, after-school or weekend instructional programs for students that comes to 8 or more hours a month, but less than 16 hours (3)	<input type="radio"/>	<input type="radio"/>
Mandatory before-school, after-school or weekend instructional programs for students that come to 16 or more hours a month (4)	<input type="radio"/>	<input type="radio"/>
Mandatory summer school or tutorial programs. (5)	<input type="radio"/>	<input type="radio"/>
Voluntary before-school, after-school or weekend instructional programs for students (6)	<input type="radio"/>	<input type="radio"/>
School facility is available to students after school hours (7)	<input type="radio"/>	<input type="radio"/>
Facility is available for community groups. (8)	<input type="radio"/>	<input type="radio"/>
Students are grouped in a homeroom or extended period of time to engage and discuss ideas outside of classroom time (9)	<input type="radio"/>	<input type="radio"/>

Answer If Please indicate whether you use specific strategies in re... A longer school day. - Yes Is Selected

Q21 Explain how your school day differs from a conventional school day. (Less than 100 words)

Q22 Please expand on any processes and programs that you have found to be particularly effective in regard to time and space. (No more than 200 words)

Q23 Please indicate the specific strategies in regard to teachers.

	Yes (1)	No (2)
Teachers work in teams of two or more in the same class at the same time (1)	<input type="radio"/>	<input type="radio"/>
Interdisciplinary teams of teachers who share the same students (2)	<input type="radio"/>	<input type="radio"/>
Teachers are paid for summer professional development (3)	<input type="radio"/>	<input type="radio"/>
Professional development is embedded into teachers' schedules (4)	<input type="radio"/>	<input type="radio"/>
Teachers have common planning times (5)	<input type="radio"/>	<input type="radio"/>
Students evaluate teacher performance (6)	<input type="radio"/>	<input type="radio"/>
Teacher aides are in every classroom (7)	<input type="radio"/>	<input type="radio"/>
IPads or other technologies are a major part of student's classroom experience (please expand if yes). (8)	<input type="radio"/>	<input type="radio"/>

Q24 Part of TCA 49-13-120 seeks out schools to provide examples of best practices in improving student achievement. Please provide any findings that your school has identified as being successful that you feel should be highlighted. Examples can include specific curricula choices, professional development strategies, student engagement strategies, community engagement strategies, etc. (No word limit)

Q25 If there is an area that deserves special recognition for the success of your school, please highlight any of those areas or people. (Less than 200 words)